




BATH & WELLS
Multi Academy Trust
'That they may have life, life in all its fullness' John 10:10

EDI policy

Bath and Wells Multi Academy Trust

Equality, Diversity and Inclusion Policy

Policy Owner: Trust Board
Approval Date: September 2026
Review Cycle: Four Years
Next Review: September 2030

1. Purpose

Bath and Wells Multi Academy Trust is committed to creating a culture where every child and adult is treated with dignity, respect and fairness and is able to flourish.

As a Church of England Multi Academy Trust, we recognise the value and uniqueness of every individual and seek to ensure equality of opportunity for all.

The Trust will not tolerate discrimination, harassment, victimisation or prejudice and is committed to creating safe, inclusive and welcoming environments where everyone can belong and succeed.

This policy applies to:

- pupils;
- staff;
- volunteers;
- Trustees;
- governors;
- contractors;
- visitors; and
- members of the wider Trust community.

2. Legal Framework

This policy is based upon:

- Equality Act 2010;
- Public Sector Equality Duty;
- Equality Act 2010 (Specific Duties) Regulations 2011;
- Human Rights Act 1998;
- SEND Code of Practice;
- Academy Trust Handbook;
- Keeping Children Safe in Education.

In carrying out its functions the Trust will give due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations between those who share a protected characteristic and those who do not.

3. Protected Characteristics

The Trust recognises the protected characteristics defined within the Equality Act 2010:

- age;
- disability;
- race;
- religion or belief;
- sex;
- sexual orientation;
- gender reassignment;
- pregnancy and maternity;
- marriage and civil partnership (employment only).

The Trust is committed to ensuring that policies, decisions and practices are fair, transparent and free from unlawful discrimination.

4. Our Principles

The Trust is committed to:

- high ambition for all;
- inclusion and belonging;
- equality of opportunity;
- respect for diversity and difference;
- removing barriers to participation and achievement;
- promoting positive relationships;
- supporting children and adults to flourish.
- recognising the contribution of our Anglican and Methodist foundations in shaping a culture of dignity, belonging and service across all our schools

These principles underpin decision-making across all areas of Trust activity.

5. Roles and Responsibilities

Trustees

Trustees are responsible for:

- approving this policy;
- ensuring compliance with statutory duties;
- receiving annual reports on equality, diversity and inclusion;

- monitoring progress against Equality Objectives.

Local Governing Committees

Governors are responsible for:

- monitoring implementation within schools;
- providing challenge and support regarding equality outcomes.

Chief Executive Officer

The CEO is responsible for:

- strategic oversight of Trust-wide implementation;
- ensuring compliance with statutory requirements;
- reporting to Trustees.

School Leaders

School Leaders are responsible for:

- implementing this policy within their schools;
- ensuring equality considerations inform school decision-making;
- monitoring relevant data and taking appropriate action.

All Staff

All staff are expected to:

- treat others with dignity and respect;
- promote inclusive practice;
- challenge discrimination where appropriate;
- report incidents or concerns promptly.

6. Equality in Practice

The Trust will promote equality through:

- admissions arrangements;
- curriculum design and delivery;
- teaching and learning;
- attendance strategies;
- behaviour systems;
- safeguarding practice;
- SEND provision;
- recruitment and employment;
- workforce development;

- leadership opportunities;
- stakeholder engagement.

The Trust will regularly review its practices to identify and remove barriers to participation and achievement.

7. Accessibility and Reasonable Adjustments

The Trust will make reasonable adjustments for disabled pupils, staff and visitors in accordance with the Equality Act 2010.

Each school will maintain an Accessibility Plan which addresses:

- access to the curriculum;
- access to information;
- access to the physical environment.

The Trust will work proactively to reduce barriers experienced by disabled individuals.

8. Reporting Concerns

Any incident of discrimination, harassment, bullying or victimisation will be taken seriously.

Schools and Trust leaders will ensure concerns are:

- reported promptly;
- investigated appropriately;
- recorded in line with Trust procedures;
- used to inform future improvement.

Patterns and trends will be reviewed through Trust governance arrangements.

9. Equality Information and Objectives

The Trust will publish:

- Equality Information annually; and
- Equality Objectives at least every four years

through a separate Equality Information and Objectives Report.

This report will describe:

- Trust priorities;
- measures of success;
- progress against objectives.

Trustees will review progress annually.

10. Monitoring and Review

The effectiveness of this policy will be monitored through:

- attainment and progress information;
- attendance information;
- suspension and exclusion information;
- SEND outcomes;
- stakeholder feedback;
- workforce information;
- equality-related complaints and incidents.

This policy will be reviewed every four years or sooner if required due to legislative or organisational change.

What has changed from the Current Policy

- Removed the separate Gender Identity section.
- Removed lengthy lists of vulnerable groups.
- Removed Appendix 1 Equality Objectives.
- Removed Appendix 2 School Objectives template.
- Updated governance responsibilities.
- Explicitly references separate Equality Information & Objectives reporting. (Template drafted)
- Strengthened links to inclusion, belonging and flourishing.
- Reduced the policy from an operational handbook to a strategic Trust policy.
- Future-proofed the document so that annual changes happen in the Equality Information Report rather than through policy rewrites.